



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

lent remarks of the author on eye-drill. We should like to have heard more from Dr. Warner on the connection between visual impressions and spelling. He is probably quite correct in saying that inexactness of "eye-fixation" may be the cause of bad spelling. It might be of use to try if any improvement could be effected by accustoming the subject to such exercises as assisted Houdin, the French conjurer, in the performance of some of his marvellous feats. He would walk slowly past a shelf or shop-window, noting at a glance the nature of each article exposed, and then name them in order. This has suggested itself to me for an abnormal case under my own observation. A boy of fourteen would spell a word, giving all the letters of the word, *correctly in groups, but incorrectly in order of groups*. Thus "nad," "adn," "betiaful," or even "tibeauful," would be versions of "and" and "beautiful." At sixteen he is still poor at spelling, but not abnormally so. The inversion of groups has disappeared. In his case I attribute the improvement to the fact that at fourteen he was placed in the chemical laboratory, where a two years' training in accurate and delicate observation may have had much to do with the decrease of abnormality.

Although it may be very easy to point out topics which might have been treated more at length by Dr. Warner, I have been unable to discover any detail which has been altogether ignored, nor should I have dwelt at such length upon "sleep" and "sight," had not the author specifically addressed his book to "teachers." As far as this book goes it is thoroughly sound, precise, and lucid, and deserving of the most careful study on the part of parents and teachers. The author is *facile princeps* in the field which he has chosen, and in which he has spent "laborious days" for the last twenty years. I may even venture to go further and to say that among all his competitors and imitators he is the sole *authority*.

W. J. GREENSTREET.

STROUD, GLOUCESTERSHIRE.

INSTITUTES OF EDUCATION. By S. S. Laurie, M. A., LL. D.; Professor of the Institutes and History of Education in the University of Edinburgh. Second Edition Revised and Extended. Edinburgh: Oliver & Boyd, 1899. Pp. xiv., 442.

This new edition of Professor Laurie's most general and systematic work on education is to a large extent a new book. Much of the first edition consisted of mere headings for lectures and

brief summaries of topics. This undoubtedly resulted in a very serious limitation of both the popularity and the usefulness of the book. In the present edition these outlines have been expanded into that fuller treatment which is alone capable of doing justice to the author's views. We think Professor Laurie would have been well-advised in going a step further and discarding the lecture form altogether. The conditions of lecturing and of appealing to readers through the printed page are so different that a presentation which may be admirable in the one case is seldom altogether appropriate in the other. We have felt this more than once in reading the present work. Many of the most important parts philosophically strike us as unnecessarily technical in form and as rendered needlessly difficult by extreme compression of statement. In the lecture-room any difficulties which may arise from such causes can be immediately dealt with, but with the printed page it is more difficult, and we fear that this will limit the circle of readers to whom the book will be of real value. On the other hand, the practical applications of theory are throughout set forth with a lucidity which leaves nothing to be desired. There is thus a curious unevenness about the style which rather detracts from the reader's enjoyment.

But when we turn from the form to the matter we have nothing but praise for Professor Laurie's work. We certainly know no book on the subject which is at once so philosophical, so sane, and so thoroughly practical. Beginning with a consideration of the end and means of education generally, the author passes on to consider "method and its philosophical basis" in the two great realms of intelligence and ethical life. Throughout, the unity of the whole educative process is insisted on. "The supreme end of all education is an ethical end" (p. 16), is the keynote of every chapter. And this not accidentally or arbitrarily but because of the very nature of man. "The vital principle in all education is the evoking of the will (for knowledge and conduct); for Will in its reason-form constitutes the distinctive humanity of the child" (p. 289). It is in this insistence on will as "the root and nerve of reason in man" (p. 315), and on the consequent essence of education as training and discipline that the special worth of Professor Laurie's book lies. He emphasizes the very point which the fashionable Herbartianism of the day neglects. "'Character building,' says the Herbartian, 'is Will-training'; this is true: 'Will-training is the apperception of

ideas'; this is false" (p. 311). It follows that the foundation of method is not sought in an analytic empirical psychology, but in a rational psychology which assumes will-reason as the governing fact throughout. Some of the chapters in which this rational psychology is worked out, are, as we have said, by no means easy reading, but they are emphatically worth mastering. From his psychological results Professor Laurie deduces his main principles of methodology, and we are glad to see that these have been reduced to a much more systematic form than they presented in the first edition of the book.

When he passes to ethical education, Professor Laurie shows that no new principles are involved. Not only is all education ethical in the widest sense, in that it leads Will to use its materials aright, but ethical education in the narrower sense follows the same general principles of method as does intellectual education. The chief difference is that whilst in intellectual education we instruct by presentation, in ethical education we instruct by training, for "perception is here perception of a *feeling* in activity" (p. 320). The whole subject is admirably worked out and the chapters on moral authority are amongst the best in the book. They cannot be profitably summarized, they should be read and thought over, and—still more important—practised by all who aspire to be educators. The whole book, indeed, is one which must attract both the attention and the respect of all who are interested in the great subject of which it treats, a subject which our author calls "the chief aim of all politics," and of which he says, "to the teacher, more than to any other, the future belongs" (p. 426). This book should do much to so form and influence the teacher that he may perform his great work well.

J. WELTON.

THE YORKSHIRE COLLEGE, LEEDS.

DEMOCRACY AND EMPIRE, WITH STUDIES OF THEIR PSYCHOLOGICAL, ECONOMIC AND MORAL FOUNDATIONS. By Franklin Henry Giddings, M. A., Ph. D., Professor in Columbia University, New York, author of "The Principles of Sociology." New York: The Macmillan Company, 1900. Pp. vii, 363.

The title of this book, along with the statements in the Preface, lead the reader to expect something more systematic than he finds.